

The Road to the Digital School



Entry

Adoption

Adaption

Appropriation

Innovation

Digital School

Leadership

Learning

Infrastructure

Community

No Clear Leader or Power Sponsor	Leadership trying to establish itself	Clear leader, Power Sponsor	Credible, articulate leader	Leader seen as visionary by peers
Leadership is delegated	Top down leadership	Many stakeholders engaged	Shared Leadership	District or school seen as model for effective leadership
Little or no vision	Recognize vision in other districts	Creating a vision	Clear vision and goals	Demonstrated vision
No improvement plans	Asking for assistance	Creating a plan	Stakeholders can articulate plan and their role in it	Commitment to excellence
High aversion to risk	Open to new approaches	Allows new ideas	Encourage innovation	Innovation is part of culture
Print materials only	Basic C&I - drill and practice	Use of technology for higher order thinking	Use of digital authoring for teaching and learning	24/7 access to digital content and tools for learning
No PD planning	Some Professional Development	PD aligned to learning goals	Comprehensive PD plan	PD supports and is validated by student learning
Out-dated teaching methods	Exploring new teaching methodologies	Implementing new teaching methodologies	Project based learning is evident throughout the	C&I is model for other districts
Little or no use of technology	Know that technology can help	Pockets of excellence teaching with technology	Use of technology for learning is pervasive	Technology supports the complete learning environment
Standardized tests only measure of achievement	Weak connection between assessment and learning	Clear connection between assessment and learning	Integrated authentic assessment	Multiple assessments inform instruction
Network unreliable, slow	School has a reliable network	High bandwidth network	High bandwidth out to the classrooms (some wireless)	24/7 Access available to teachers and students
No teachers have computers	Many teachers have their own computers	Teachers have notebooks and productivity tools	Network and web-based teacher tools	Web-apps support learning
Labs and/or limited classroom computers	Some classroom computers	Computers in all classrooms	Mobile carts deployed	All students have a dedicated laptop
Network limited to administration	Teachers have access to the network	Understand that mobility and wireless are in the future	Realize mobility and wireless are possible now	Pervasive wireless access
Grading done on paper	Teacher administrative tasks done with computers	Resources dedicated to application and internet	Fast, responsive support system in place for break fix	Replacement policy in place for existing systems
Disengaged parent community	Community without vision but receptive to new ideas	Parents engaged and involved in planning	Community understands and supports vision	Community is seen as a model
Divisive Board	Board has low communication	Supportive Board	Policy making board	Board seen as visionary by peers
Negative press	Positive and Negative press	Reactive PR	Proactive PR	Comprehensive PR and community outreach
Special interest groups wreak havoc	Special interest groups not controlled	Majority supportive	Strong sponsors in community	Pervasive community support
New ideas shut down	New ideas tolerated but not embraced	Open to new ideas, but unclear on what to do	Clear link between vision and school improvement	Innovation becomes part of larger community culture